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ABSTRACT

This booklet for parents of young children with special needs provides a variety of child-rearing suggestions as well as a listing of resources. After an introduction which defines special needs and summarizes basic principles, the following chapters address: (1) the family as the child's most important support; (2) the evaluation process; (3) relevant laws (such as the Individuals with Disabilities Education Act) and the Parent Training and Information Centers; (4) services and supports available to children, ages birth through 2 and from age 3 on; (5) setting goals for the child; (6) the Individualized Family Service Plan and the Individualized Education Program; (7) fostering a child's social inclusion; (8) reaching out to others for support; and (9) helpful hints. A developmental progress chart is appended. Also appended is a resource list which includes 18 associations and organizations, 9 government agencies, 10 government-supported organizations, 4 hotlines and information lines, 2 Internet sites, 17 minority family groups, 12 regional offices of the Office for Civil Rights, 72 Parent Training and Information Centers, and 61 sources of state or territorial information. (Contains 15 references.) (DB)

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Including Your Child

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Introduction

All children can succeed with the right support. Being a parent of any child is not always easy. You can often feel overwhelmed and confused. If your child has *special needs*, these feelings may seem even stronger. You have many questions and you may not always know where to go for answers. Sometimes you might not even know what to ask. This booklet may lead you to people who can help.

Special Needs- the areas where your child needs individualized supports and services to help develop, learn, be happy, and be included with children of the same age. Sometimes these special needs are called disabilites.

This booklet covers the first eight years of your child's life. It gives information that may answer some of your questions. There are no answers that will work for everyone. There are different answers for each family. You will have to decide what is best for you, your family, and your child.

Before you get started, here are a few things to remember:

★ A family is the most important support a child can have.

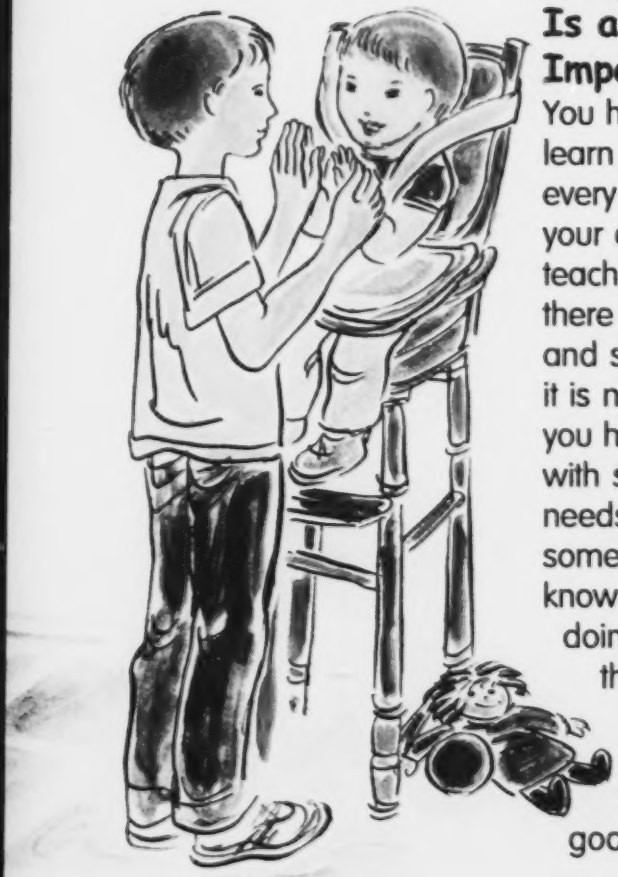
A

- ★ Every family and every child has strengths.
- ★ In the early years, help and support are very important.
- ★ Your child may need special services and supports to learn.
- ★ There are laws that can work for you and your child.
- ★ You should have a dream for your child.
- ★ It is important to have a plan that will help the dream come true.
- ★ Include your child in activities with all children in the community.
- ★ You are not alone. Reach out—others have been there and can help.

Remember this booklet is only a guide. You know best what information will be useful. One thing is sure, *you* can make a positive difference in your child's life! We hope that this booklet will help support your dreams and lead you to people who can get you started.

Chapter 1

A Family Is the Most Important Support a Child Can Have



Being a Parent Is a Very Important Job

You help your child learn and develop every day. You are your child's first teacher. You are there to give help and support when it is needed. When you have a child with special needs, it is sometimes hard to know if you are doing the right thing. Your love and concern for your child is a good beginning.

As the *parent* of a child with special needs, you may be making decisions for your child that other parents don't face. You may meet with many different people who will provide the services needed by your child. You will need to know what kinds of services are available so you can make decisions that you think are best for your child and your *family*. This booklet is a good place to start.

Parent-
in this guide is anyone responsible for the care and well being of a child. Included are single parents, parents by birth or adoption, guardians, grandparents, foster parents, surrogate parents, and caregivers.

All Families and All Children Have Strengths

People with different strong points can help each other. Discovering your child's strengths and interests is important. Knowing them will help as you plan for your child's education and development.

Family-
a group of people close to you and your child. This may include parents, husband or wife, grandparents, in-laws, aunts and uncles, brothers or sisters, legal guardians, caregivers, or friends.

Make a list of your child's strengths and successes. Keep a file with photos, videos, notes, artwork, and school work to show what your child likes to do. Let others know what your child can do.

Make a list of your child's needs and what can be done to meet these needs. You play an important role in getting the services that can be provided for you and your child.

There are places to go for help and support. Some of them are given in the next chapter.

Chapter 2

Help and Support Are Important in the Early Years

Trust Your Feelings

Trust your feelings about your child. If you have a concern, get advice and help as soon as you can. The sooner your child's special needs are met, the better off your child and family will be.

The chart in this book lists signs of development for children between one month and five years of age. Remember, each child is different and may learn and develop at a different pace. However, if you notice that your child's development is *very* different from other children of the same age, you may want to talk with someone about your concern.

Where Should You Start?

Your doctor or public health agency can be a good place to begin. Most doctors and nurses have a lot of experience with children. They may send your child to special doctors for tests. Or they may ask you to wait a month or more to see how your child develops. Social service agencies or your local school system might also be able to help. Many states, local public school systems, and social service agencies have people to help you and your

child. Try to call them as soon as you can. One place to begin is the resource guide in the back of this book. This guide lists places to find help in your state and elsewhere.

No one knows your child as well as you do. Before you meet with a doctor or teacher, make a list of the things you notice about your child that concern you. If you do not want to write things down, ask a friend to write them down for you, or use a tape recorder. The notes and lists you keep over time will help you talk about your concerns. Also, your notes will tell you and the doctor or teacher of any changes you have noticed. Your notes will help you remember little things you might forget to say during the meeting.

They may test your child and ask you questions:

- ★ How does your child move? For example, does your child turn over?
- ★ How does your child see? For example, does your child follow moving things with his or her eyes?
- ★ How does your child hear? For example, does your child react to loud noises?
- ★ Does your child make sounds or words? For example, how many words does your child use?

★ How does your child act around others? For example, does your child play well with other children?

Information and findings about your child's needs will be made based on what you say, test findings, your child's health record, and what doctors, teachers, or others see when they watch your child play or do special tasks. Because your child is a unique person, it is important that the people testing your child get to know and understand him or her as a *whole* person. The result will be a good picture of your child, which is often called an *evaluation.*

Evaluation- information collected by testing and watching a child, and by talking to a parent. This information is usually collected by doctors, teachers, and others who work with your child, and who help you have a clearer picture of your child's abilities and needs.

The information you get from your child's evaluation should help you focus on what to do next. Ask questions. The more you know about your child's special needs, the better you can meet them. Once you know what your child needs, you can begin making an action plan.

Find the Support You Need

As you work with your child, you may find it helpful to meet with other parents of children with special

needs. Sometimes you may feel alone, angry, and stressed in your search to find the help or care that your child needs. This is natural, but you shouldn't ignore *your* feelings. To help your child, you must also help yourself by getting the support *you* need. Ask your child's teacher or doctor, or check the resource guide in this book, for information about a support group in your area. There are many support groups for families of children with special needs. Find a group that makes you feel comfortable. Surround yourself with people you can trust.

It is important that you find help for your child as soon as you feel there is a problem. Finding help for your young child may prevent further *developmental delays* and may also improve the quality of your family life. Don't give up when you know you are right! You and your family's support are important to your child's development, education, and well being.

Developmental Delays-
a delay in the development of skills and abilities which usually would have developed by a certain age.

Chapter 3

Find Services and Supports Under the Law

When you learn about your child's special needs, you may ask yourself, "How can I help my child get the services and supports he or she needs?" The best place to begin is within your community and state. Laws have been passed to help you get the supports and services your child may need. It is important for you to know your rights and responsibilities under the law.

The Individuals With Disabilities Education Act

All states get federal money under the Individuals With Disabilities Education Act, also known as IDEA, and must provide a *free appropriate public* education to all *eligible* children with disabilities. No child can be found eligible for special education until an evaluation has been done. Your state and local school district are responsible for evaluating your child. You may need to ask for an evaluation.

Children from ages birth to 3 years may be eligible for *early intervention services.* Beginning at age 3, children may be eligible for a *free appropriate public* education.

Early Intervention Services- include any supports or services an infant or toddler may need that will help his or her development.

The IDEA provides support for special education and related services to children in all kinds of settings—childcare, preschool, kindergarten, elementary, middle, and high schools. Special education is a way for your child to have the supports and services he or she needs in order to learn. Special education is not a "place" but a way for your child to be educated, as much as possible, with children who do not have disabilities. You can get more information about the IDEA from Parent Training and Information (PTI) centers and from the U.S. Department of Education, Office of Special Education Programs (see appendix B).

Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against qualified individuals with disabilities. Section 504 applies to all programs and activities that get federal money, including local school districts and Head Start programs. School districts that get federal money

3+1=4

must provide a free appropriate public education to children with disabilities.

Some children with disabilities who are not eligible for special education programs and related services under the IDEA may be eligible for services under Section 504. Your school district must also make sure that its programs are physically accessible to children with disabilities. If your school district provides after-school-care programs for students, those programs must also be available for students with disabilities.

Section 504 provides legal rights for children with disabilities and their parents. Many states and local school districts also offer mediation services which may be helpful in settling disagreements about whether your child is eligible for services and the kind of services your child should get. Your school system should have a specific person on staff who knows about Section 504 and who can help you with your questions and concerns. You may also want to contact the U.S. Department of Education, Office for Civil Rights' (OCR) office that services your

state. PTIs may also be a good source of information. A list of OCR offices and PTIs is included in appendix B.

The Americans With Disabilities Act and Your Civil Rights

The Americans With Disabilities Act (ADA) is another very important law for people with disabilities and their families. It prohibits discrimination in:

- ★ employment;
- ★ public transportation;
- ★ services provided by state and local governments;
- ★ services and accommodations offered by private businesses; and
- ★ telecommunications.

The goal of the ADA is to remove the barriers that deny individuals with disabilities an equal opportunity to share in and contribute in American life. The law is about participation and access to the kind of opportunities that persons without disabilities enjoy. For example, under the ADA, restaurants, theaters, childcare centers, and other community resources cannot refuse to serve your child or family solely because your child or a family member has a disability. The ADA also applies to states and local school districts.

There are many booklets and other materials to help families understand their rights under the ADA. The U.S. Department of Justice ADA Information Line and the PTIs in your state are good places to help. (See appendix B, sections on hotlines and information lines, and PTIs.) You can also get information about education programs covered by ADA from OCR.

Parent Training and Information Centers

For more information and training on the IDEA, Section 504, and ADA, contact the Parent Training and Information (PTI) center in your state. (See appendix B for contact information.) PTIs are centers run by parents. They provide education and training to all parents on their rights under these laws. Parents and families have worked hard to make this happen. They wanted their children to learn as much as possible and they wanted their children to be happy in their neighborhoods with their friends and families.

As a parent, it is important to make sure that your child's rights are being met under the IDEA, Section 504 of the Rehabilitation Act of 1973, and the ADA. Learn as much as you can about your rights and the rights of your child. Don't feel shy about asking for these services or speaking out if you have been refused access to community resources. Your child, your family, and you will benefit.

Chapter 4

Find Services and Supports Based on Your Child's Age

All children, with and without special needs, find some things hard to do. Your child may have needs that require special attention. As a parent, it is important to make sure that your child's education meets her or his special needs, as well as provides opportunities to be with children of all levels of ability. You may be eligible to get services and supports for your child. Under the IDEA, these services and supports are determined by the age of your child.

Birth Through Age 2

Under the IDEA, states have programs for infants and toddlers from birth through age two.These programs may be different from state to state. (See appendix B—State Government Information or Parent Training Information Centers.) These programs may be called "Part H" because that is the part of the IDEA that is for children birth through age 2.

Once you find the right agency, you can learn about the types of programs and services in your community. As soon as you can, contact the person

or office in charge of early childhood programs for information. Services for infants and toddlers must include a *service coordinator* or a *family resource coordinator.* This person is part of an early intervention team and will help explain what types of services and programs are available for your young child. Depending on what programs and services your child needs, a service coordinator will help link your family with those services.

Service Coordinator/ Family Resource Coordinator- someone who helps families get the services needed for the child. This person is often part of an early intervention team.

Beginning at Age 3

Under the IDEA, beginning at age 3 children are served through a special education program that will meet their special needs. This program must include transportation and other support services if they are needed to help your child benefit from special education. These other services may be called related services and may include:

- ★ audiology;
- ★ physical therapy;
- ★ occupational therapy;
- ★ school health services; and
- ★ speech pathology.

All states have preschool programs for children with disabilities. If your child has been attending a program for infants and toddlers, the local school system must evaluate your child in time so that preschool special education services can begin no later than the third birthday. Make sure your child gets into a program that offers the best chance to learn and play with children of different abilities.

If your child is already in a regular school program and is getting some services, such as a remedial reading program, but those services are not enough to help your child succeed, your child may have a disability that would allow him or her to receive special education services under the IDEA.

Visit the school, talk to your child's teachers, and watch your child in class. If you don't think the program is helping your child, you have the right to ask for changes. You want the best program for your child's needs. Continue to look for other choices. All children deserve educational programs that meet their needs and allow them a chance to develop, learn, and be happy.

It is important to share information with your child's teacher and school. The following information may be helpful for the teacher to know:

- ★ What can your child do without help?
- ★ What can your child do with some help?
- ★ What seems to help your child learn?
- ★ When is it easiest for your child to learn?
- ★ What makes your child happy?
- ★ What makes your child angry?
- ★ What do you do to help you child when he or she gets angry?
- ★ What works for you and your child?
- ★ What would you like your child to learn?

Chapter 5

It Is Important To Have Dreams for Your Child

Every parent has dreams for his or her child. When you find out that your child has special needs, your child will need extra help and support to make these dreams come true. Remember, your child has many strengths. With your help and support, and the appropriate education, your dreams for your child can come true.

Understanding your child's special needs can help you set goals and guide your dreams. Knowing why some goals may be hard to reach can be helpful to you. Look for different ways to help your child learn and develop. Information about how your child learns can also help family, friends, and teachers care for and teach your child. Helping others get to know your child will make it easier for everyone to work together to build on your child's strengths and meet her or his needs.

Your dreams for your child might change over time. This is natural. You and your child will also change. Try to be flexible. Remember that part of making your dreams come true means you may have to work hard to get the right services to meet your child's special needs.

You know your child best. Set goals your child can reach. When a goal is reached, set a new goal and keep trying! Think about what your child can do and build on each success. Remember, even the smallest achievement is something for which your child and your family can be proud! Work to meet your child's special needs. Think about what would help your child do more. Don't let anything stop you along the way.

You will find that others will support you and share your dreams. You can help make your dreams for your child come true. Don't give up! Remember, your child will also have dreams of his or her own that you can share.

Chapter 6

A Plan Will Help That Dream To Come True

Every person is unique and has special abilities. As you think about your dream for your child, it is important to plan how to make the dream come true. This plan should build on your child's strengths. Set goals that your child can reach in a short time. Celebrate each success.

Talk with family members, other parents, doctors, or teachers about your dream. Think about other people who will need to help your child reach each goal. Share your plan with those who can help and use them to plan the next step. Working with your child's teacher is important. Find out if there are booklets, videos, or other materials that would be helpful as you make your plan.

The IDEA, says that each eligible child must have a plan that lists program goals and the kinds of services and supports the child will need to reach those goals. Under IDEA there are two different plans: (1) the Individualized Family Service Plan (IFSP) for infants and toddlers (birth to 3-years-of-age) and (2) the Individualized Education Program (IEP). Under the law, states, with your agreement, can choose to use the IFSP *or* the IEP for children between ages 3 and 5.

A team of people work together to develop this written plan, and you, as a parent, are a very important member of this team. IDEA says you have the right to be part of the team that writes the plan. It is very important that you know about this plan and what rights and safeguards are there to help you. The school can give you information about this plan as well as the Parent Training and Information (PTI) center in your state. (See appendix B for state listings.)

The Individualized Family Service Plan (IFSP)

If your child is between birth and 3 years old and needs early intervention services, there must be a written plan describing the goals for your child, your

family, and the resources necessary to meet these goals. This is your family's unique plan for services. You will work with a team of people from health departments, public schools, social services, and other agencies to develop this plan. Be sure to ask for what your child and your family need.

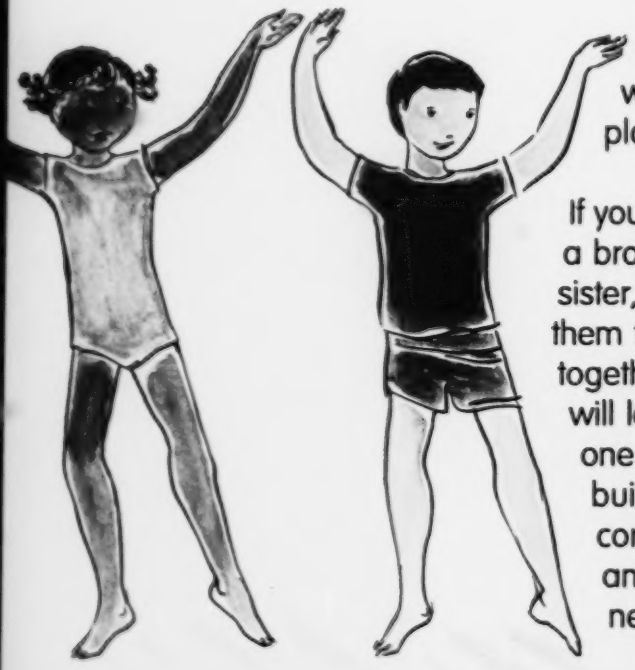
Individualized Education Plan (IEP)

As your child gets older, his or her needs will change. The plan will need to change, too. When your child reaches the age of 3 (or age 5 in some states), the program plan that is written is called the IEP. This plan talks about the special education needs of your child, and how these needs will be met. As a family member, you will be an important part of the team that works together to plan the educational program for your child. Be ready to work with your child's team. Any time you feel the plan is not helping your child, ask for a review of the plan. If you disagree with the educational program planned for your child, you have a right to a hearing. With a good plan as a map, you, your child, and your school team can work together to make your dream come true.

Chapter 7

Include Your Child in Activities With All Children

All children learn by playing. It is important that children with special needs take part in activities with all children, including those who do not have special needs. All children can learn from one another. Your child has as much to give to others as he or she will receive from others. Good friendships can develop as children learn to work and play together.



If your child has a brother or sister, encourage them to play together. They will learn from one another, building confidence and skills needed for

playing and being with others outside of the family.

You can help your child learn by including your child in many different activities. You and others who care for your child may need to think of new ways to make or buy toys, furniture, or other tools to help your child learn.

Think about what your child does well. Try to find an activity where that skill or talent is used. Look for activities or play groups your child will enjoy and that can develop skills and talents. Ask about activities at school and in the community. Your local community center, YMCA, or YWCA may have programs or activities your child may enjoy: swimming, horseback riding, art, day camps, canoeing, dancing, camping, nature programs, and trips. A church or temple group can be helpful. Some offer family or other group activities. There may be a play group or preschool program your child can join.

All children need time to play. By playing, children begin to explore and ask questions. Playing gives children the chance to dream, make choices, try new things, have fun, and learn. Children with special needs should have the same chance to play and meet other children. Children are good at including everyone if we will let them.

Chapter 8

Reach Out to Others

Being a parent or caregiver is not always easy. Raising a child with special needs places many demands on parents and the family. Finding the right help for your child may be hard at first. You and your family need support and understanding. Help is available from many places:

- ★ family members (husband or wife, parents, in-laws, sisters and brothers, grandparents, aunts and uncles, legal guardians, or caregivers);
- ★ teachers;
- ★ friends, neighbors, or members of churches or temples;
- ★ social workers and others who work with families;
- ★ doctors, nurses, and other health and mental health professionals;
- ★ support groups; and
- ★ parents of other children with special needs.

Find out if there is a parent-to-parent program in your community. Local parent-to-parent programs

provide support to parents of children with special needs. To provide this support, an experienced parent is matched in a 1 to 1 relationship with a parent who has just found out his or her child has a disability. The match is usually based on a similar disability or special concern of the new parent. The experienced parent shares real-life stories of raising a child with special needs and gives the kind of support that only another parent who has been there can. They describe their experiences in everyday language. In some states, there are both local parent-to-parent programs and statewide parent-to-parent networks that provide training and assistance to the local programs. If your community or state does not have a parent-to-parent program, find out if a Parent Training and Information (PTI) center is in your state. Many groups do parent-to-parent support. Places to look for this is through the PTIs, the local schools, and organizations that focus on children with special needs.

Brothers and sisters of children with special needs also need support. Brothers and sisters may get together and form support groups or join one. These support groups are a good way for children to talk and share information about special needs.

It is important for you and your child to do things with a lot of different children. Everyone will benefit and learn from you and your child. By getting to know you and your child, others will be better able

to help you by sharing their ideas, support, and other assistance.

Remember it is not the size of the support group that is important, but rather how well it works for you. One good friend or supportive relative may be the most helpful to you. Only you can decide what is best for you and your child.

Your love and dream for your child are your greatest strengths. Use these strengths to reach out to others who know what it's like and can give you support.

ABCDE

Helpful Hints

These are helpful hints taken from the previous chapters. They may help in your search to meet your child's special needs.

- ★ Get help and advice right away if you have a concern about your child's development and learning. It may prevent some developmental delays.
- ★ Start by talking to your child's caregiver, doctor, or teacher.
- ★ Make notes and lists of questions for meetings.
- ★ Bring a friend or relative with you to give support when meeting with doctors and teachers.
- ★ Keep good records of shots, tests, letters from doctors and teachers, and notes from meetings, and put them in a file.
- ★ Learn all you can about your child's special needs.

- ★ Learn as much as you can about your *legal rights* under The Individuals With Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act (ADA).

Legal Rights- the power given to you by the law that entitles you to the supports and services your child needs.

- ★ Try to learn as much as you can about supports and services that can help you and your child.
- ★ As a parent or caregiver it is important to make sure that your child's education and environment meet his or her special needs.
- ★ Ask for changes if something is not working.
- ★ Imagine goals and dreams for your child and talk about them with others who know your child.
- ★ Your child has special abilities and talents. Use your child's abilities to create a plan to make the dreams come true.
- ★ You know your child best; set goals your child can reach.
- ★ Keep notes of your child's progress.

- ★ Get the support *you* need by joining a support group, or by talking to other parents, friends, or family members you can trust.
- ★ Brothers and sisters of children with special needs need support and attention, too.
- ★ Include your child with special needs in activities with all children, both with and without special needs.
- ★ Gather as much information as you can about programs your community offers children your child's age.
- ★ Be sure to look at your *whole* child: your child's strengths as well as the areas for which your child needs supports and services.
- ★ Do not give up when you know you are right!

Appendix A

Developmental Progress Chart

SEE HOW_____DEVELOPS

Every child is different. This chart gives general **milestones** in a child's development. The information below lets you know what to expect. It will help you record your child's progress.

As you measure the progress, make notes on the chart. These notes will provide a good record of your child's development.

At 1 month, most children...

- ★ Lift head a little when lying on stomach
- ★ Watch objects for a short time
- ★ Make "noise in throat" sounds
- ★ Stay away from annoying sensations such as cloth or blanket on the face

At 2 months, most children...

- ★ Hold their head up (bobbing when supported in sitting position)
- ★ Sometimes copy or respond to a smiling person
- ★ Roll part way to side
- ★ Make sounds of discomfort

At 3 months, most children...

- ★ Lift head and chest when lying on stomach
- ★ Recognize bottle or breast
- ★ Smile when talked to
- ★ Show active body movement
- ★ Follow moving things with their eyes

At 4 months, most children...

- ★ Hold head up for a long time without bobbing
- ★ Laugh out loud
- ★ Roll from front to back
- ★ Like to play
- ★ Grab an object held near their hand
- ★ Make sounds when talked to

At 6 months, most children...

- ★ Sit with little support
- ★ Respond to a friendly voice with a smile or coo
- ★ Roll from back to stomach
- ★ Turn and look at sounds
- ★ Change object from hand to hand and from hand to mouth

At 9 months, most children...

- ★ Sit alone and change position
- ★ Say "mama" and "dada"
- ★ Crawl
- ★ Respond to people they know
- ★ Respond to their name

At 12 months, most children...

- ★ Pull themselves to stand and may step with support
- ★ Can nod their head to signal "yes"
- ★ Give love
- ★ Pick things up with thumb and one finger
- ★ Say two or three words

At 15 months, most children...

- ★ Walk without support
- ★ Do some self-feeding
- ★ Speak and make their voice go up and down
- ★ Drink from a cup held by someone
- ★ Use four or five words

At 18 months, most children...

- ★ Walk (may run a bit)
- ★ Use five to ten words
- ★ Climb up or down one stair
- ★ Pull toys that have wheels
- ★ Mark on paper with crayons
- ★ Understand easy directions

At 2 years, most children...

- ★ Give toys when asked
- ★ Recognize a familiar picture and know if it is upside down
- ★ Kick large ball
- ★ Turn pages in a book (two or three at a time)
- ★ Use two or three words together, such as "more juice"

At 3 years, most children...

- ★ Walk up stairs holding railing
- ★ Unbutton large buttons
- ★ Stand for a moment on one foot
- ★ Talk of toilet needs
- ★ Open doors
- ★ Stack objects by size
- ★ Ask and answer simple questions
- ★ Speak clearly and are understood by family members

At 4 years, most children...

- ★ Can hop in place
- ★ Throw a ball above their head
- ★ Wash hands without help
- ★ Copy a circle
- ★ Begin to play with other children
- ★ Know their own sex, age, last name
- ★ Answer out loud to "Hi" and "How are you?"
- ★ Point to six basic colors when asked

At 5 years, most children...

- ★ Run on tiptoe
- ★ Understand "yesterday" and "tomorrow"
- ★ Print a few capital letters
- ★ Know their name in print
- ★ Use sentences with correct grammar, such as, "May I go to the store?" or "I want a big cookie."
- ★ Play together with others
- ★ Put their shoes on the correct feet

If you have questions about your child's growth and development, call your doctor or public health agency, Child Find, social service agency, or your local public school system.

The above chart is adapted from the Illinois State Board of Education's Child Find materials.

Appendix B

Resources

Associations and Organizations

American Foundation for the Blind
11 Penn Plaza
New York, NY 10001
1–800–232-5463 or (212) 502-7600

The Arc (formerly the Association for Retarded Citizens)
500 E. Border Street, Suite 300
P.O. Box 1047
Arlington, TX 76010
1–800–433-5255 or (817) 261-6003
TTY: (817) 277-0553
e-mail: thearc@metronet.com

Association for the Care of Children's Health (ACCH)
7910 Woodmont Avenue, Suite 300
Bethesda, MD 20814
(301) 654-6549
Fax: 301–986–4553
e-mail: acch@clark.net
URL: http://www.acch.org

Association for Persons with Severe Handicaps (TASH)
29 W. Susquehanna Avenue, Suite 210
Baltimore, MD 21204
1–800–482-8274 or (410) 828-8274
TDD: (410) 828-1306
e-mail: tashbalt@aol.com

Children with Attention Deficit Disorders (CHADD)
499 NW 70th Street, Suite 101
Plantation, FL 33317
1-800-233-4050 or (954) 587-3700

Council for Exceptional Children
1920 Association Drive
Reston, VA 20191
(703) 620-3660

Federation of Families for Children's Mental Health
1021 Prince Street
Alexandria, VA 22314-2971
(703) 684-7710

National Association of Developmental Disabilities Councils
1234 Massachusetts Avenue, NW, Suite 103
Washington, DC 20005
(202) 347-1234
e-mail: naddc@igc.apc.org
URL: http://www.igc.apc.org/NADDC/

National Association of State Directors of Special Education (NASDSE)
1800 Diagonal Road, Suite 320
Alexandria, VA 22314
(703) 519-3800
TDD: (703) 519-7008

National Center for Latinos with Disabilities
1921 S. Blue Island
Chicago, IL 60608
(312) 666-3393
TTY: (312) 666-1788

National Center for Learning Disabilities
1401 New York Avenue, NW, Suite 900
Washington, DC 20005
(202) 879-5767
Fax: (202) 879-5773

National Down Syndrome Congress
1605 Chantilly Drive, Suite 250
Atlanta, GA 30324
1-800-232-NDSC or (404) 633-1555
URL: http://nwn.carol.net/~ndsc/

The Lighthouse National Center for Vision and Child Development
111 East 59th Street
New York, NY 10022
1-800-334-5497 or (212) 821-9200
TDD: (212) 821-9713
e-mail: mbeck@lighthouse.org

National Easter Seal Society
230 W. Monroe, Suite 1800
Chicago, IL 60606
1-800-221-6827 or (312) 726-6200
TTY: (312) 726-4258
URL: http://www.seals.com

National Federation of the Blind
National Organization of Parents of Blind Children
1800 Johnson Street
Baltimore, MD 21230
(410) 659-9314
URL: http://www.nfb.org

National Parent Network on Disabilities (NPND)
1727 King Street, Suite 305
Alexandria, VA 22314
(703) 684-6763 (Voice/TTY)
e-mail: npnd@cs.com

Spina Bifida Association of America (SBAA)
4590 MacArthur Boulevard, NW, Suite 250
Washington, DC 20007-4226
1-800-621-3141 or (202) 944-3285
e-mail: spinabifda@aol.com
URL: http://www.infohiway.com/spinabifida

United Cerebral Palsy Associations, Inc.
1660 L Street, NW, Suite 700
Washington, DC 20036-5602
1-800-872-5827
TDD: (202) 973-7197
e-mail: ucnatl@ucpa.org

Government Agencies

Administration on Developmental Disabilities
U.S. Department of Health and Human Services
Hubert Humphrey Building, Room 329D
200 Independence Avenue, SW
Washington, DC 20201
(202) 690-6590
TTY: (202) 690-6415

Clearinghouse on Disability Information
Office of Special Education and Rehabilitative Services
U.S. Department of Education
Switzer Building, Room 3132
330 C Street, SW
Washington, DC 20202-2524
(202) 205-8241 (Voice/TTY)

Indian Health Service
Health Education Programs
5600 Fishers Lane
Room 6A38
Rockville, MD 20857
(301) 443-1870

National Council on Disability
1331 F Street, NW
Suite 1050
Washington, DC 20004-1107
(202) 272-2004
TTY: (202) 272-2074

National Institute of Child Health and Human Development
P.O. Box 29111
Washington, DC 20040
(301) 496-5133

National Institute on Disability and Rehabilitation Research
Office of Special Education and Rehabilitative Services
U.S. Department of Education
Switzer Building, Room 3060
600 Independence Avenue, SW
Washington, DC 20202-2572
(202) 205-8134
TTY: (202) 205-8198

National Library Service for the Blind and Physically Handicapped
Library of Congress
1291 Taylor Street, NW
Washington, DC 20542
(202) 707-5100
TTY: (202) 707-0744

Office of Special Education Programs
U.S. Department of Education
MES Building, Room 3086
600 Independence Avenue, SW
Washington, DC 20202-4611
(202) 205-5507

Social Security Administration (Headquarters)
6401 Security Boulevard
Baltimore, MD 21235
1-800-772-1213
TTY: 1-800-325-0778

Government Supported Organizations

Abledata: The National Database of AssistiveTechnology Information
8455 Colesville Road, Suite 935
Silver Spring, MD 20910-3319
1–800–227-0216 or (301) 608-8998
TTY: (301) 608-8912

Beach Center on Families and Disabilities
Haworth Hall
University of Kansas
Lawrence, KS 66045
(913) 864-7600
e-mail: Beach@dole.isi.ukans.edu

ERIC Clearinghouse on Disabilities and Gifted Education
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
1–800–LET-ERIC or (703) 264-9474
TTY: (703) 264-9449
e-mail: ericec@inet.ed.gov

Institute on Community Integration
University of Minnesota
102 Pattee Hall
150 Pillsbury Drive, SE
Minneapolis, MN 55455
(612) 624-6300
e-mail: ici@mail.ici.coled.umn.edu.
URL: http://www.ici.coled.umn.edu/ici/

National Clearinghouse on Family Support and Children's Mental Health
Portland State University
P.O. Box 751
Portland, OR 97207-0751
1–800–628-1696 or (503) 725-4063
TTY: (503) 725-4165

National Information Center for Children and Youth with Disabilities (NICHCY)
P.O. Box 1492
Washington, DC 20013-1492
1–800–695-0285 or (202) 884-8200 (Voice/TTY)
e-mail: nichcy@aed.org

National Information Center on Deafness
Gallaudet University
800 Florida Avenue, NE
Washington, DC 20002-3695
(202) 651-5051
TTY: (202) 651-5054
e-mail: nicd@gallux.gallaudet.edu

National Parent to Parent Support and Information System
c/o Kathleen Judd
P.O. Box 907
Blue Ridge, GA 30513
1-800-651-1151 or (706) 632-8822 (Voice/TTY)
e-mail: judd103w@wonder.em.cdc.gov

National Rehabilitation Information Center (NARIC)
8455 Colesville Road, Suite 935
Silver Spring, MD 20910-3319
1-800-346-2742 or (301) 588-9284
TTY: (301) 495-5626

World Institute on Disability
510 Sixteenth Street, Suite 100
Oakland, CA 94612-1502
(510) 763-4100
TTY: (510) 208-9493
e-mail: wid@wid.org
URL: http://www.wid.org/wid

Hotlines and Information Lines

Americans with Disabilities (ADA) Information Line
1-800-514-0301
TTY: 1-800-514-0383

Center for Disease Control (CDC) AIDS Hotline
1-800-342-2437
Spanish: 1-800-344-7432
TTY: 1-800-243-7889

U.S. Department of Education
Information Resource Center
1-800-USA-LEARN

U.S. Department of Justice
ADA Information Line
1-800–515-0301
TDD: 1-800–514-0383

Internet Sites

Our Kids
(parenting resource site)
URL: http://wonder.mit.edu/ok/

Parents Place
(a parenting resource center on the web)
URL: http://www.parentsplace.com/index.html

Minority Family Groups

COFFO, Inc.
P.O. Box 900368
305 South Flagler Avenue
Homestead, FL 33030
Contact: Santiago Garcia
(305) 246–0357 or (305) 245–1052
Fax: (305) 246–2445
Migrant farm workers, mostly Hispanic

Creating Opportunities for Parent Empowerment (COPE)
300 I Street, NE, Suite 112
Washington, DC 20002
Contact: Nichelle Ames
1-800–515-2673 (National) or (202) 543-6482
Fax: (202) 543-6682
e-mail: Cope@erols.com
Diverse population

Federation for Children with Special Needs
95 Berkeley Street, Suite 104
Boston, MA 02116
(617) 482-2915
Fax: (617) 695-2939
e-mail: fcsninfo@fcsn.org
Technical assistance provider for grassroots consortium

Inter-Island Parent Coalition for Change
4008 Estate Diamond
P.O. Box 4402
Christianstead, St. Croix
U.S.V.I. 00822
Contact: Chearoll Williams
(809) 773-3494 or (809) 778-2275
African descent

Island Parents Educational Support and Training Center (IPEST)
Martha's Vineyard
P.O. Box 4081
Vineyard Haven, MA 02568
Contact: Carol Kennedy
(508) 693-8612
Fax: (508) 693-7717 (Attention IPEST)
Diverse populations

Loving Your Disabled Child (LYDC)
4715 Crenshaw Boulevard
Los Angeles, CA 90043
Contact: Theresa Cooper
(213) 299-2925 or (310) 676-3527
Fax: (213) 299-4373
e-mail: lydc@pacbell.net
Primarily African-American, inclusive of other minorities

Marilyn Ruiz
332 W. Alverez Avenue
Clweiston, FL 33440
(941) 983–4417
Fax: (941) 983–3479
Hispanic, works closely with Parent Empowerment Project

Oglala Sioux Tribe
Public Safety Commission
Box 300
Pine Ridge, SD 57770
Contact: Carol Ironrope Herrera
(605) 867–1314
Fax: (605) 867–5832
Native American

Parent Empowerment Project
4255 Fifth Avenue, SW
Naples, FL 34119
Contact: Marianne Haven
(941) 455–4567
e-mail: Marianne@naples.net
Migrant, primarily Hispanic

Parents of Watts
10828 Lou Dillon Avenue
Los Angeles, CA 90059
Contact: Alice Harris
(213) 566–7556
Fax: (213) 569–3982
Primarily African-American, inclusive of other minority groups

Parent Power
1118 S. 142nd Street
Tacoma, WA 98444
Contact: Yvone Link
(206) 531–2022
Fax: (206) 531–2022
e-mail: Ylink@aol.com
Asian

Pyramid Parent Training Project
3132 Napoleon Avenue
New Orleans, LA 70125
Contact: Ursula Markey
(504) 895–5970
Fax: (504) 899–5739
e-mail: Dmarkey404@aol.com
African-American

Special Kids, Inc. (SKI)
P.O. Box 61628
Houston, TX 77208
Contact: Agnes Johnson
(713) 643–9576 or (713) 250–5469
Fax: (713) 643–6291
e-mail: SpecKids@aol.com
Primarily African-American, inclusive of other minority groups

United We Stand
c/o Francis of Paola Preschool
201 Conselyea Street
Brooklyn, NY 11206
Contact: Lourdes Putz
(718) 782–1462
Fax: (718) 782–8044
e-mail: uwsofny@aol.com
African-American, Hispanic, Puerto Rican

Urban Par ents Becoming Effective Advocates Through Training (UPBEATT)
9950 Fielding
Detroit, MI 48228
Contact: Edith Sharp
(313) 837–1343
Fax: (313) 837–0358
e-mail: Upbeatt@aol.com
Primarily African-American, inclusive of other minorities

Vietnamese Parents of Disabled Children (VPDC)
314 Gina Drive
Carson, CA 90745–3617
Contact: The-Luyen Chu
(310) 370–6704
Fax: (310) 542–0522
e-mail: Lchu@earthlink.net
Vietnamese

Virgin Island Family Information Network on Disabilities (VI-FIND)
#2, Nye Gade
St. Thomas, VI 00802
Contact: Catherine Glenn
(809) 775–3962 (Voice/Fax)
African descent

Office for Civil Rights

EASTERN DIVISION

Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont

Office for Civil Rights, Boston Office
U.S. Department of Education
J.W. McCormack Post Office and Courthouse
Room 222, 01-0061
Boston, MA 02109-4557
(617) 223-9662
Fax: (617) 223-9669
TDD: (617) 223-9695

New Jersey, New York, Puerto Rico, and Virgin Islands

Office for Civil Rights, New York Office
U.S. Department of Education
75 Park Place, 14th Floor
New York, NY 10007-2146
(212) 637-6466
Fax: (212) 264-3803
TDD: (212) 637-0478

Delaware, Maryland, Kentucky, Pennsylvania, and West Virginia

Office for Civil Rights, Philadelphia Office
U.S. Department of Education
3535 Market Street, Room 6300, 03-2010
Philadelphia, PA 19104-3326
(215) 596-6787
Fax: (215) 596-4862
TDD: (215) 596-6794

SOUTHERN DIVISION

Alabama, Florida, Georgia, South Carolina, and Tennessee

Office for Civil Rights, Atlanta Office
U.S. Department of Education
Post Office Box 2048, 04-3010
101 Marietta Tower, Suite 2000
Atlanta, GA 30301-2048
(404) 562-6374
Fax: (404) 562-6455
TDD: (404) 562-6454

Arkansas, Louisiana, Mississippi, Oklahoma, and Texas

Office for Civil Rights, Dallas Office
U.S. Department of Education
1200 Main Tower Building, Suite 2260, 06-5010
Dallas, TX 75202-9998
(214) 767-3959
Fax: (214) 767-6509
TDD: (214) 767-3639

North Carolina, Virginia, and Washington, DC

Office for Civil Rights, District of Columbia Office
U.S. Department of Education
330 C Street, SW, Room 5046
Washington, DC 20202
(202) 260-9225
Fax: (202) 260-7250

MIDWESTERN DIVISION

Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin

Office for Civil Rights, Chicago Office
U.S. Department of Education
111 N. Canal Street, Suite 1053
Chicago, IL 60606–7204
(312) 886–8434
Fax: (312) 353–4888
TDD: (312) 353–2540

Michigan and Ohio

Office for Civil Rights, Cleveland Office
U.S. Department of Education
600 Superior Avenue East
Bank One Center, Room 750
Cleveland, OH 44114–2611
(216) 522–4970
Fax: (216) 522–2573
TDD: (216) 522–4944

Iowa, Kansas, Missouri, Nebraska, North Dakota, and South Dakota

Office for Civil Rights, Kansas City Office
U.S. Department of Education
10220 North Executive Hills Boulevard
8th Floor, 07–6010
Kansas City, MO 64153–1367
(816) 880–4202
Fax: (816) 891–0644
TDD: (816) 891–0582

WESTERN DIVISION

Arizona, Colorado, Montana, New Mexico, Utah, and Wyoming

Office for Civil Rights, Denver Office
U.S. Department of Education
Federal Building, Suite 310, 08–7010
1244 Speer Boulevard
Denver, CO 80204–3582
(303) 844–5696
Fax: (303) 844–4303
TDD: (303) 844–3417

California

Office for Civil Rights, San Francisco Office
U.S. Department of Education
Old Federal Building
50 United Nations Plaza
Room 239
San Francisco, CA 94102–4102
(415) 437–7700
Fax: (415) 437–7783
TDD: (415) 437–7786

Alaska, Hawaii, Idaho, Nevada, Oregon, Washington, American Samoa, Guam, and Trust Territory of the Pacific Islands

Office for Civil Rights, Seattle Office
U.S. Department of Education
915 Second Avenue
Room 3310, 10–9010
Seattle, WA 98174–1099
(206) 220–7880
Fax: (206) 220–7887
TDD: (206) 220–7907

Parent Training and Information Centers

ALABAMA

Special Education Action Committee, Inc. (SEAC)
3207 International Drive, Suite C
P.O. Box 161274
Mobile, AL 36616–2274
(334) 478–1208 (Voice/TDD)
1–800–222–7322 (Alabama only)
Fax: (334) 473–7877

ALASKA

Alaska P.A.R.E.N.T.S., Inc.
(Parents as Resources Engaged in Networking and Training Statewide)
540 International Airport Road, Suite 200
Anchorage, AK 99518
(907) 563–2246 (Voice/TDD)
1–800–478–7678 (Alaska only)
Fax: (907) 563–2257

ARIZONA

Pilot Parent Partnerships
2150 East Highland Avenue, Suite 105
Phoenix, AZ 85016
(602) 468–3001 (Voice/TDD)
1–800–237–3007 (Arizona only)
Fax: (602) 468–3001 (call first)

ARKANSAS

Arkansas Parent Support and Information Network
Arkansas Disability Coalition
10002 W. Markham, Suite B-7
Little Rock, AR 72205

(501) 221–1330 (Voice/TDD)
1–800–223–1330 (Arkansas only)
Fax: (501) 221–9067

CALIFORNIA

Northern California Coalition for Parent Training and Information (NCC), Region I

Disability Rights Education and Defense Fund (DREDF)
2212 Sixth Street
Berkeley, CA 94710
(510) 644–2555 (TDD available)
Fax: (510) 841–8645

Northern California Coalition for Parent Training and Information (NCC), Region II

Matrix, A Parent Network and Resource Center
555 Northgate Drive, Suite A
San Rafael, CA 94903
(415) 499–3877
Fax: (415) 507–9457

Northern California Coalition for Parent Training and Information (NCC), Region III

Parents Helping Parents
The Family Resource Center for Children with Special Needs
3041 Olcott Street
Santa Clara, CA 95054-3222
(408) 727–5775 (Voice/TDD)
Fax: (408) 727–0182

Northern California Coalition for Parent Training and Information (NCC), Region IV

Exceptional Parents Unlimited (EPU)
4120 North First Street
Fresno, CA 93726
(209) 229–2000
Fax: (209) 229–2956

Parents Helping Parents-San Francisco (PHP-SF)
1801 Vincente Street
San Francisco, CA 94116
(415) 564–0722
Fax: (415) 681–1065

Team of Advocates for Special Kids, Inc. (TASK)
100 West Cerritos Avenue
Anaheim, CA 92805
(714) 533–8275
Fax: (714) 533–2533

COLORADO

PEAK Parent Center, Inc.
(Parent Education and Assistance for Kids)
6055 Lehman Drive, Suite 101
Colorado Springs, CO 80918
(719) 531-9400
1–800–284-0251
TDD: (719) 531-9403
Fax: (719) 531-9452

CONNECTICUT

Connecticut Parent Advocacy Center, Inc. (CPAC)
5 Church Lane, Suite 4
P.O. Box 579
East Lyme, CT 06333
(860) 739-3089 (Voice/TDD)
1–800–445-2722 (Connecticut parents only)
Fax: (860) 739-7460 (call first)

DELAWARE

Parent Information Center of Delaware, Inc. (PIC/DE)
700 Barksdale Road, Suite 3
Newark, DE 19711
(302) 366-0152
TYY: (302) 366-0178
Fax: (302) 366-0276

DISTRICT OF COLUMBIA

COPE Parent Training and Information Center
(Creating Opportunities for Parent Empowerment)
300 I Street NE, Suite 112
Washington, DC 20002
1–800–515-COPE or (202) 543-6482
Fax: (202) 543-6682

FLORIDA

Parent Education Network (PEN) Project
Family Network on Disabilities of Florida, Inc.
5510 W. Gray Street
Tampa, FL 33609
(813) 289-1122 (Voice/TDD)
1–800–285-5736 (Florida only)
Fax: (813) 286-8614

GEORGIA

Parents Educating Parents (PEP)
Georgia Arc Network
P.O. Box 43663
Atlanta, GA 30336
(770) 732-1122
TDD: (404) 616-9287
Fax: (770) 732-6050

HAWAII

Assisting with Appropriate Rights in Education (AWARE)
Learning Disabilities Association of Hawaii
200 North Vineyard Boulevard, Suite 310
Honolulu, HI 96817
(808) 536–2280
TDD: (808) 536–9684
Fax: (808) 537–6780

IDAHO

Idaho Parents Unlimited, Inc. (IPUL)
Parents Education and Resource Center (PERC)
4696 Overland Road, Suite 478
Boise, ID 83705
(208) 342–5884 (Voice/TDD)
1–800–242–IPUL (4785) (Idaho only)
Fax: (208) 342–1408

ILLINOIS

Family Resource Center on Disabilities (FRCD)
20 East Jackson Boulevard, Room 900
Chicago, IL 60604
(312) 939–3513
(312) 939–3519 (TDD/TDY)
Fax: (312) 939–7297

Designs for Change
6 North Michigan Avenue, Suite 1600
Chicago, IL 60602
(312) 857–9292
TDD: (312) 857–1013
Fax: (312) 857–9299

INDIANA

IN*SOURCE
(Indiana Resource Center for Families with Special Needs)
809 N. Michigan
South Bend, IN 46601–1036
(219) 234–7101
1–800–332–4433 (Voice/TDD) (Indiana only)
Fax: (219) 234–7279
e-mail: insource@inspeced.ccmail.compuserve.com

IOWA

Iowa Pilot Parents
33 North 12th Street
P.O. Box 1151
Fort Dodge, IA 50501
(515) 576–5870
1–800–952–4777 (Iowa only)
Fax: (515) 576–8209

KANSAS

Families Together, Inc.
501 Jackson, Suite 400
Topeka, KS 66603
(913) 233–4777 (Voice/TDD)
1–800–264–6343 (Kansas parents only)
Fax: (913) 233–4787

KENTUCKY

Kentucky Special Parent Involvement Network (KY-SPIN)
2210 Goldsmith Lane, Suite 118
Louisville, KY 40218
(502) 456–0923 (Voice/TDD)
1–800–525–7746
Fax: (502) 456–0893

LOUISIANA

Project PROMPT
4323 Division Street, Suite 110
Metairie, LA 70002-3179
(504) 888–9111
1–800–766–7736 (Louisiana parents only)
Fax: (504) 888–0246

MAINE

Special-Needs Parent Information Network (SPIN)
P.O. Box 2067
Augusta, ME 04338–2067
(207) 582–2504
1–800–870–7746 (Voice/TDD) (Maine only)
Fax: (207) 582–3638

MARYLAND

The Parents' Place of Maryland, Inc.
7257 Parkway Drive, Suite 210
Hanover, MD 21076
(410) 712–0900 (Voice/TDD)
Fax: (410) 712–0902

MASSACHUSETTS

Federation for Children with Special Needs
95 Berkeley Street, Suite 104
Boston, MA 02116
(617) 482–2915 (Voice/TTY)
1–800–331–0688 (Massachusetts only)
Fax: (617) 695–2939

MICHIGAN

Citizens Alliance to Uphold Special Education (CAUSE)
3303 West Saginaw, Suite D 1
Lansing, MI 48917
(517) 886–9167 (Voice/TDD/TTY)
1–800–221–9105 (Michigan only)
Fax: (517) 886–9775

Parents Are Experts/Parents Training Parents Project
23077 Greenfield Road, Suite 205
Southfield, MI 48075–3744
(810) 557–5070 (Voice/TDD)
Fax: (810) 557–4456

MINNESOTA

PACER Center, Inc.
(Parent Advocacy Coalition for Educational Rights)
4826 Chicago Avenue South
Minneapolis, MN 55417–1098
(612) 827–2966 (Voice/TDD)
1–800–53PACER (Minnesota parents only)
Fax: (612) 827–3065

MISSISSIPPI

Parent Partners
3111 N. State Street
Jackson, MS 39216
(601) 366–5707 (Voice/TDD)
Fax: (601) 362–7361

MISSOURI

Missouri Parents Act (MPACT)
2100 S. Brentwood, Suite G
Springfield, MO 65804
(417) 882–7434 (Voice/TDD)
1–800–743–7634 (Missouri only)
Fax: (417) 882–8413

MONTANA

Parents Let's Unite for Kids (PLUK)
MSU-Billings, SPED
1500 North 30th Street, Room 267
Billings, MT 59101–0298
(406) 657–2055 (Voice/TDD)
1–800–222–7585 (Montana only)
Fax: (406) 657–2061

NEBRASKA

Nebraska Parents' Center
3610 Dodge Street, Suite 102
Omaha, NE 68131–3218
(402) 346–0525 (Voice/TDD)
1–800–284–8520
Fax: (402) 346–5253
e-mail: pwallert@nncf.unl.edu

NEVADA

Nevada Parents Encouraging Parents (PEP)
6910 Edna Avenue
Las Vegas, NV 89114
(702) 248-6711 (Voice/TDD)
1–800–216–5188
Fax: (702) 367-9812

NEW HAMPSHIRE

Parent Information Center (PIC)
151 A Manchester Street
P.O. Box 2405
Concord, NH 03302-2405
(603) 224–7005 (Voice/TDD)
(603) 224–6299
Fax: (603) 224–4365

NEW JERSEY

Statewide Parent Advocacy Network, Inc. (SPAN)
35 Halsey Street, 4th Floor
Newark, NJ 07102
(201) 642–8100 (Voice/TDD)
Fax: (201) 642–8080

NEW MEXICO

Education for Parents of Indian Children with Special Needs Project (EPICS Project)
Southwest Communication Resources, Inc.
P.O. Box 788
Bernalillo, NM 87004
(505) 867–3396 (Voice/TDD)
1–800–765–7320 (Voice/TDD) (New Mexico parents only)
Fax: (505) 867–3398

Parents Reaching Out (PRO) - Project ADOBE
1000A Main Street, NW
Los Lunas, NM 87031
(505) 865-3700 (Voice/TDD)
1-800-524-5176 (New Mexico only)
Fax: (505) 865-3737

NEW YORK

Advocates for Children of New York, Inc.
105 Court Street
Brooklyn, NY 11201
(718) 624-8450
Fax: (718) 624-1260

Parent Network Center (PNC)
250 Delaware Avenue, Suite 3
Buffalo, New York 14202
(716) 853-1570
1-800-724-7408 (New York only)
TDD: (716) 853-1573
Fax: (716) 853-1574

Resources for Children with Special Needs, Inc.
200 Park Avenue South, Suite 816
New York, NY 10003
(212) 677-4650
Fax: (212) 254-4070

NORTH CAROLINA

ECAC, Inc.
(Exceptional Children's Assistance Center)
P.O. Box 16
Davidson, NC 28036
(704) 892-1321
1-800-962-6817 (North Carolina only)
Fax: (704) 892-5028

PARENTS Project
(Parents Assisting and Responding to Educators Through Networking and Training in Schools)
300 Enola Road
Morganton, NC 28655
(704) 433–2662
Fax: (704) 438–6457

NORTH DAKOTA

Pathfinder Family Center (Pathfinder PTI)
Arrowhead Shopping Center
16th and 2nd Avenue SW
Minot, ND 58701–3459
(701) 852-9426
TDD: (701) 852–9436
Fax: (701) 838–9324

OHIO

Child Advocacy Center
1821 Summit Road, Suite 303
Cincinnati, OH 45237
(513) 821–2400 (Voice/TDD)
Fax: (513) 821–2442

Ohio Coalition for the Education of Children with Disabilities (OCECD)
Training Center
933 High Street, Suite 106B
Worthington, OH 43085
(614) 431–1307 (Voice/TDD)
Fax: (614) 431–1504

OKLAHOMA

Parents Reaching Out in Oklahoma (PRO-Oklahoma)
1917 South Harvard Avenue
Oklahoma City, OK 73128
(405) 681–9710 (Voice/TDD)
1–800–PL94–142 (Parents only)
Fax: (405) 685–4006

OREGON

Coalition in Oregon for Parent Education Project, Inc.
(Oregon COPE Project, Inc.)
999 Locust Street, NE
Salem, OR 97303
(503) 373–7477 (Voice/TDD)

PENNSYLVANIA

Mentor Parent Program (MPP)
P.O. Box 718, Main Street
Seneca, PA 16346
(814) 676–8615
1–800–447–1431 (Pennsylvania only)
Fax: (814) 677–4465

Parent Education Network (PEN)
333 East 7th Avenue
York, PA 17404
(717) 845–9722 (Voice/TDD)
1–800–522–5827 (Voice/TDD) (Pennsylvania only)
1–800–441–5028 (Spanish, Pennsylvania only)
Fax: (717) 848–3654

Parents Union for Public Schools in Philadelphia, Inc.
AKA-Parents Union
311 South Juniper Street, Suite 602
Philadelphia, PA 19107
(215) 546-1166
Fax: (215) 731-1688

PUERTO RICO

Asociacion de Padres Pro Bienestar de Ninos con Impedimentos de P.R., Inc.
P.O. Box 21301
San Juan, PR 00928
(809) 763-4665 (Voice/TDD)
Fax: (809) 765-0345

RHODE ISLAND

Rhode Island Parent Information Network, Inc. (RIPIN)
500 Prospect Street
Pawtucket, RI 02860
(401) 727-4144
1-800-464-3399 (Rhode Island only)
TDD: (401) 727-4151
Fax: (401) 725-9960
(Shared fax#, please indicate "RIPIN")

SOUTH CAROLINA

Parents Reaching Out to Parents of South Carolina, Inc.
(PRO-Parents)
2712 Middleburg Drive, Suite 102
Columbia, SC 29204
(803) 779-3859 (Voice/TDD)
1-800-759-4776 (South Carolina parents only)
Fax: (803) 252-4513

SOUTH DAKOTA

South Dakota Parent Connection
3701 W. 49th, Suite 200B
Sioux Falls, SD 57106
(605) 361-3171 (Voice/TDD)
1-800-640-4553 (South Dakota only)
Fax: (605) 361-2928

TENNESSEE

Support and Training for Exceptional Parents (STEP)
1104 Tusculum Boulevard, Suite 401
Greenville, TN 37745
(615) 639-0125
1-800-280-STEP (Tennessee only)
TDD: (615) 639-2464
Fax: (615) 636-8217
URL: tnstep@aol.com

TEXAS

Path Project
Partners Resource Network, Inc.
1090 Longfellow Drive, Suite B
Beaumont, TX 77706-4889
Phone: (409) 898-4684
1-800-866-4726
TDD: (409) 898-4816
Fax: (409) 898-4869

Project P.O.D.E.R. (Partnerships for Opportunity, Development, Education, and Resources)
2300 West Commerce, Suite 205
San Antonio, TX 78207
(210) 222-2637 (Voice/TDD)
1-800-682-9747 (Voice/TDD) (Texas only)
Fax: (210) 222-2638

Special Kids, Inc. (SKI)
P.O. Box 61628
Houston, TX 77208–1638
Phone: (713) 643–9576
Fax: (713) 643–6291

UTAH

UTAH Parent Center (UPC)
2290 East 4500 South, Suite 110
Salt Lake City, UT 84117
(801) 272–1051
1–800–468–1160 (Utah only)
Fax: (801) 272–8907

VERMONT

Vermont Parent Information Center (VPIC)
The Chace Mill
1 Mill Street, Suite A7
Burlington, VT 05401
(802) 658–5315 (Voice/TDD)
1–800–639–7170 (Vermont only)
Fax: (802) 658–5395

VIRGINIA

Parent Educational Advocacy Training Center (PEATC)
10340 Democracy Lane, Suite 206
Fairfax, VA 22030
(703) 691–7826 (Voice/TDD)
1–800–869–6782 (Virginia parents only)
Fax: (703) 691–8148
e-mail: PEATCinc@aol.com

WASHINGTON

Washington PAVE (Parents Are Vital in Education)
6316 South 12th Street
Tacoma, WA 98465-1900
(206) 565–2266 (Voice/TDD)
1–800–572–7368 (Voice/TDD)
1–800–5–PARENT (Washington only)
Fax: (206) 566–8052

Specialized Training of Military Parents (STOMP)
12208 Pacific Highway SW
Tacoma, WA 98499
(206) 588–1741 (Voice/TDD)
1–800–298–3543 (Voice/TDD)
Fax: (206) 984–7520

Touchstones— More Alike than Different
Parent Advocacy and Access Project
6721 51st Avenue, S
Seattle, WA 98118
(206) 721-0867
Fax: (206) 721-2422

WEST VIRGINIA

West Virginia Parent Training and Information (WVPTI)
104 E. Main Street, Suite 3-B
Clarksburg, WV 26301
(304) 624–1436 (Voice/TTY)
Fax: (304) 624–1438

WISCONSIN

Parent Education Project of Wisconsin, Inc. (PEP-WI)
2192 South 60th Street
West Allis, WI 53219-1568
(414) 328–5520
TDD: (414) 328–5527
Fax: (414) 328–5520 (call first)

WYOMING

Parent Information Center (PIC)
5 North Lobban Avenue
Buffalo, WY 82834
(307) 684–2277 (Voice/TDD)
1–800–660–WPIC (9742) (Wyoming only)
Fax: (307) 684–5314

PALAU

Palau Parent Network (PNN)
P.O. Box 1583
Koror, Republic of Palau 76740
01–680–488–3513
Fax: 01–680–488–2830

VIRGIN ISLANDS

Virgin Island Family Information Network on Disabilities (V.I.FIND)
#2, Nye Gade
St. Thomas, USVI 00802
(809) 775–3962 (Voice/Fax)

State Government Information

ALABAMA

Alabama Department of Education
Division of Special Education Services
P.O. Box 302101
Montgomery, AL 36130–2101
Contact: Bill East, (334) 242–8114

ALASKA

Alaska Department of Education
Office of Special and Supplemental Services
801 Tenth Street, Suite 200
Juneau, AK 99801–1894
Contact: Myra Howe, (907) 465–2971

ARIZONA

Arizona Department of Education
1535 W. Jefferson Street
Phoenix, AZ 85007–3280
Contact: Kathryn A. Lund, (602) 542–3084

The Disabilities Help Line of Arizona
The Annex
1515 E. Osborn
Phoenix, AZ 85014
1–800–352–3792 or (602) 263–8856

ARKANSAS

Arkansas Department of Education
4 State Capitol Mall, Room 105–C
Little Rock, AR 72201–1071
Contact: Diane Sydoriak, (501) 682–4221

CALIFORNIA

California Department of Education
515 L Street, Suite 270
Sacramento, CA 95814
Contact: Leo Sandoval, (916) 445–4602

COLORADO

Colorado Department of Education
Special Education Services Unit
201 E. Colfax Avenue
Denver, CO 80203
Contact: Fred Smokoski, (303) 866–6695

CONNECTICUT

Connecticut Department of Education
Bureau of Special Education and Pupil Personnel Services
25 Industrial Park Road
Middletown, CT 06457
Contact: Tom Gillung, (860) 638–4265

DELAWARE

Department of Public Instruction
Division for Exceptional Children
P.O. Box 1402
Dover, DE 19903–1402
Contact: Martha Brooks, (302) 739–5471

DISTRICT OF COLUMBIA

State Office of Special Education
Goding School
10th and F Street, NE
Washington, DC 20002
Contact. B. Garnett Pinkney, (202) 724–4800

FLORIDA

Florida Education Center
Bureau of Student Services/Exceptional Education
325 W. Gaines Street, Suite 614
Tallahassee, FL 32399–0400
Contact: Bettye Weir, (904) 488–1570

GEORGIA

Georgia Department of Education
Division of Exceptional Students
1952 Twin Towers E
205 Butler Street
Atlanta, GA 30334–5040
Contact: Paulette Bragg, (404) 656–3963

HAWAII

Hawaii Department of Education
Special Education Section
3430 Leahi Avenue
Honolulu, HI 96815
Contact: Robert Campbell, (808) 733–4990

IDAHO

Idaho State Department of Education
Special Education Section
P.O. Box 83720
Boise, ID 83720–0027
Contact: Nolene Weaver, (208) 334–3940

ILLINOIS

Illinois State Board of Education
Center on Policy, Planning and Resource
100 N. First Street, Mail Code E-216
Springfield, IL 62777-001
Contact: Gail Lieberman, (217) 782-6601

INDIANA

Indiana Department of Education
Division of Special Education
State House, Room 229
Indianapolis, IN 46204-2798
Contact: Robert Marra, (317) 232-0570

IOWA

Bureau of Special Education
Grimes State Office Building
Des Moines, IA 50319-0146
Contact: Jeananne Hagen, (515) 281-3176

KANSAS

Kansas State Board of Education
Student Support Services
120 SE 10th Avenue
Topeka, KS 66612-1182
Contact: Mike Remus, (913) 296-0946

KENTUCKY

Kentucky Department of Education
Division of Exceptional Children Services
500 Metro Street, Room 805
Frankfort, KY 40601
Contact: Hal Hayden, (502) 564-4970

LOUISIANA

Louisiana Department of Education
Office of Special Education
P.O. Box 94064, 9th Floor
Baton Rouge, LA 70804–9064
Contact: Leon L. Borne, (504) 342–3633

MAINE

Maine Department of Education
Division of Special Services
23 State House Station
Augusta, ME 04333
Contact: David Noble Stockford, (207) 287–5950

MARYLAND

Maryland Department of Education
Division of Special Education
200 W. Baltimore Street
Baltimore, MD 21201–2595
Contact: Richard Steinke, (410) 767–0238

Governor's Office of Children, Youth, and Families
Maryland Infants and Toddlers Program
301 W. Preston Street, Suite 1502
Baltimore, MD 21201
(410) 767–4160

MASSACHUSETTS

Massachusetts Department of Education
Program Quality Assurance
350 Main Street
Malden, MA 02148–5023
Contact: Marty Mittnacht, (617) 388–3300

MICHIGAN

Michigan Department of Education
Special Education Services
P.O. Box 30008
Lansing, MI 48909–7508
Contact: Richard Baldwin, (517) 373–9433

MINNESOTA

Department of Children, Families, and Learning
Cap Square Building, Room 811
550 Cedar Street
St. Paul, MN 55101
Contact: Wayne Erickson, (612) 296–1793

MISSISSIPPI

Mississippi State Department of Education
Office of Special Education
P.O. Box 771
Jackson, MS 39205–0771
Contact: Carolyn Black, (601) 359–3498

MISSOURI

Department of Elementary and Secondary Education
Special Education Programs
P.O. Box 480
Jefferson City, MO 65102–0480
Contact: Melodie Friedebach, (314) 751–2965

MONTANA

Office of Public Instruction
Division of Special Education
State Capitol, P.O. Box 202051
Helena, MT 59620–2501
Contact: Robert Runkel, (406) 444–4429

NEBRASKA

Nebraska Department of Education
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509–4987
Contact: Gary M. Sherman, (402) 471–2471

NEVADA

Nevada Department of Education
Special Education Branch
440 W. King, Capitol Complex
Carson City, NV 89710–0004
Contact: Gloria Dopf, (702) 687–3140

NEW HAMPSHIRE

New Hampshire Department of Education
Bureau of Special Education
101 Pleasant Street
Concord, NH 03301–3860
Contact: Nate Norris, (603) 271–6693

NEW JERSEY

New Jersey Department of Education
Office of Special Education
CN 500
Trenton, NJ 08625–0050
Contact: Barbara Gantwerk, (609) 633–6833

NEW MEXICO

New Mexico State Department of Education
300 Don Gaspar Avenue
Santa Fe, NM 87501–2786
Contact: Diego Gallegos, (505) 827–6541

NEW YORK

New York State Education Department
Office for Special Education
One Commerce Plaza, Room 1624
Albany, NY 12234–0001
Contact: Tom Neveldine, (518) 474–5548

NORTH CAROLINA

North Carolina Department of Public Instruction
Division of Exceptional Children's Services
301 N. Wilmington Street
Raleigh, NC 27601–2825
Contact: Lowell Harris, (919) 715–1565

NORTH DAKOTA

Department of Public Instruction
Special Education
600 E. Boulevard
Bismarck, ND 58505–0440
Contact: Gary W. Gronberg, (701) 328–2277

OHIO

Ohio Department of Education
Division of Special Education
933 High Street
Worthington, OH 43085–4087
Contact: John Herner, (614) 466–2650

OKLAHOMA

Oklahoma State Department of Education
Division of Special Education
Hodge Education Building
2500 North Lincoln Boulevard
Oklahoma City, OK 73105–4599
Contact: Darla Griffin or John Corpolongo, (405) 521–4859

OREGON

Oregon Department of Education
Special Education and Student Services Division
700 Pringle Parkway, SE
Portland, OR 97310–0290
Contact: Petrea Hagen-Gilden, (503) 378–3598

PENNSYLVANIA

Pennsylvania Department of Education
Bureau of Special Education
333 Market Street
Harrisburg, PA 17126–0333
Contact: William Penn, (717) 783–6913

RHODE ISLAND

Rhode Island Department of Education
Roger Williams Building, Suite 209
22 Hayes Street
Providence, RI 02908–5025
Contact: Robert M. Pryhoda, (401) 227–3505

SOUTH CAROLINA

South Carolina State Department of Education
Office of Programs for Exceptional Children
Rutledge Building, Room 808

96

1429 Senate
Columbia, SC 29201
Contact: Ora Spann, (803) 734–8806

SOUTH DAKOTA

Department of Education and Cultural Affairs
Office of Special Education
700 Governors Drive
Pierre, SD 57501–2291
Contact: Deborah Barnett, (605) 773–3678

TENNESSEE

Tennessee Department of Education
Division of Special Education
Gateway Plaza, 8th Floor
710 James Robertson Parkway
Nashville, TN 37243–0380
Contact: Joseph Fisher, (615) 741–2851

TEXAS

Texas Education Agency
Special Education Unit
WB Travis Building, Room 5–120
1701 N. Congress Avenue
Austin, TX 78701–2486
Contact: Jill Gray, (512) 463–9414

UTAH

Utah State Office of Education
Special Education Services Unit
250 East 500 S
Salt Lake City, UT 84111–3204
Contact: Steve Kukic, (801) 538–7587

VERMONT

Vermont Department of Education
Division of Special Education
State Office Building
120 State Street
Montpelier, VT 05602–3403
Contact: Dennis Kane, (802) 828–3141

VIRGINIA

Virginia Department of Education
P.O. Box 2120
Richmond, VA 23216–2120
Contact: Douglas Cox, (804) 225–2402

WASHINGTON

Superintendent of Public Instruction
Special Education Section
Old Capitol Building
Olympia, WA 98504–7200
Contact: Douglas Gill, (360) 753–6733

Department of Social and Health Services
Infant Toddler Early Intervention Program
P.O. Box 45201
Olympia, WA 98504
Voice: (360) 586–2810

WEST VIRGINIA

West Virginia Department of Education
Office of Special Education
1800 Kanawha Boulevard
Building 6, Room B–304, Capitol Complex
Charleston, WV 25305
Contact: Michael Valentine, (304) 558–2696

WISCONSIN

Department of Public Instruction
Division of Learning Support: Equity and Advocacy
125 S. Webster
P.O. Box 7841
Madison, WI 53707-7841
Contact: Juanita S. Pawlisch, (608) 266-1649

WYOMING

Wyoming Department of Education
Federal Programs Unit
Hathaway Building, 2nd Floor
2300 Capitol Avenue
Cheyenne, WY 82002-0050
Contact: Patti Muhlenkamp, (307) 777-7417

AMERICAN SAMOA

American Samoa Department of Education
Special Education
Pago Pago, AS 96799
Contact: Jane French, (684) 633-1323

GUAM

Guam Department of Education
Special Education Division
P.O. Box DE
Agana, GU 96910
Contact: Vince Leon Guerrero, (671) 647-4400

MICRONESIA, FEDERATED STATES

Federated States Of Micronesia National Government
Kolonia, Pohnpei, FM 96941
Contact: Makir M. Keller, (691) 320–2302

NORTHERN MARIANA ISLANDS

Commonwealth of the Northern Marina Islands (CNMI) Public School System
Special Education Programs
P.O. Box 1370
Saipan, MP 96950
Contact: Barbara T. Rudy, (670) 322–9956

PALAU

Jemmy Blelai
P.O. Box 278
Koror, PW 96940
(680) 488–2568

PUERTO RICO

Department of Education
P.O. Box 190759
San Juan, PR 00919–0759
Contact, Adela Vazquez Costa, (809) 759–2000

VIRGIN ISLANDS

Department of Education
P.O. Box 6640
Charlotte Amalie
St. Thomas, USVI 00801
Contact: Elsia Monsanto, (809) 776–5802

Appendix C

References

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Appendix D

List of Important Names and Phone Numbers

(This space is for you to write down important names and phone numbers.)

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